DOCUMENT RESUME

ED 305 353 SP 031 047

AUTHOR Harder, Robert J.; And Others
TITLE Professional Education Advisory Board: The Bridge between Preparation and Practice.
PUB DATE 89
NOTE 15p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Advisory Committees; Educational Policy; Higher Education; *Program Evaluation; *Teacher Certification; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS Washington State University

ABSTRACT

The Washington State University Teacher Education Professional Education Advisory Board (PEAB) is a body of educators that has the legal authority to review and approve the teacher education curriculum, program policies and practices. The responsibilities of the PEAB are: (1) advise the college or university regarding the development, implementation and review of professional preparation programs; (2) review, evaluate and make recommendations for each specific state approved certification program; (3) advise the superintendent of public instruction of needed changes in the state administrative code affecting programs for which the PEAB has responsibility; (4) review program approval standards and notify the training institutions in writing of changes the PEAB believes are necessary or required to bring the school into compliance with program approval standards; (5) advise the state appointed quality review team during the periodic program review process; and (6) to meet at the call of the elected chair or as provided by the bylaws, a minimum of four times a year. This paper describes the composition, responsibilities, and functions of the PEAB in detail. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED305353

Professional Education Advisory Board:
The Bridge Between Preparation and Practice

Dr. Robert J. Harder
Associate Dean for Instruction
Washington State University
College of Education
Pullman, WA 99164-2114
(509) 335-1738

Dr. Ted Andrews
Director, Professional Education Programs
Office of State Superintendent
of Public Instruction
Olympia, WA 98504

Mr. Dale Foley
Principal
Battle Ground High School
Battle Ground, WA 98604

Ms. Christine Sodorff
Director, Student Services
Washington State University
College of Education
Pullman, WA 99164-2114

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Harder

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP 031 047

Professional Education Advisory Board:

The Bridge Between Preparation and Practice

The Washington State University Teacher Education Professional Education Advisory Board (PEAB) is a body of educators that has the legal authority to review and approve the teacher education curriculum, program policies and practices. This legal authority was established through legislative action requiring that Washington state colleges and universities establish a professional advisory board. The board must be organized before the State Board of Education will approve a college of university professional education program leading to certification. Therefore any teacher, administrator, Educational Staff Associate (communication disorders, counselor, reading specialist, psychologist, social worker, nurse, physical therapist, occupational therapist), or vocational certification program must have a PEAB.

The responsibilities of the PEAB are :

* advise the college or university regarding the development, implementation and review of the representative professional preparation programs.
* review, evaluate, and make recommendations for each specific state approved certification program.
* advise the superintendent of public instruction of needed changes in the state administrative code affecting the professional preparation programs for which the professional education advisory board has responsibility.

* review each year one or more program approval standards and as needed, formally notify the training institutions in writing of changes the professional education advisory board believes are necessary or required to bring the college or university into compliance with program approval standards for the professional preparation program.
* advise the state appointed quality review team during the periodic program review process.
* to meet at the call of the elected chair or as provided by the bylaws of the board but a minimum of four meetings per calendar year.

The Washington State University (WSU) Professional Education Advisory Board for Teacher Preparation Programs is one of the largest advisory boards. Members other than college or university representatives at the time of their appointment must be employed or reside in a school district with which the college of university has a current contract to provide field experiences for teacher education students. The purpose of this section of the state code is to ensure that the interests of such districts are considered in the deliberation process of the PEAB. Because of the rural local of WSU, the teacher education program has, in addition to the local Pullman area, four student teaching sites covering key areas throughout the state. These sites are located in Spokane, Tri-Cities, Vancouver and Tacoma.

In addition to the requirement for district association, the membership for the Teacher Education PEAB must consist of the following:

1. One-half or more classroom teachers appointed by the president of the Washington Education Association from nominations submitted by the president of local units of the association.
2. One or more administrators appointed by the Washington Association of School Administrators.
3. One or more principals appointed by the president of the Association of Washington School Principals.
4. One or more school directors appointed by the president of the Association of Washington School Directors.

5. One or more college or university faculty or administrators appointed by the college or university president.

The current composition of the Washington State University PEAB consists of 16 school district representatives, including a principal, an administrator, 1 (one) school director, and fourteen university faculty from the four colleges involved in Teacher Education. Because each of the five (5) student teaching centers involves many school districts, it was determined that each site should have a minimum of three representatives on PEAB. In addition to College of Education faculty, there are at least two faculty from each of the other three colleges including, the College of Agriculture and Home Economics, the College of Humanities and Social Sciences, and the College of Sciences.

The state administrative code requires that all PEAB come into compliance regarding membership by August 31, 1990. The WSU Teacher Education Board is currently out of compliance because it does not meet the requirement that at least 50% of the members must be teachers nominated by the Association of Washington Teachers. It should be noted, however, that over 50% of the PEAB membership does consist of public school administrators and teachers.

The WSU Teacher Education PEAB elects a chairperson from its membership on a yearly basis. Program and policy issues that affect all four certification levels are addressed by the entire PEAB. To facilitate thorough and efficient action, four sub-committees have been established to study program issues unique

to certification programs within certification levels (P-3, K-8, K-12, 4-12). These sub-committees review programs and policies regarding a certification level and recommend action to the entire PEAB. Each sub-committee elects its own chair on a yearly basis.

The WSU Teacher Education PEAB meetings are scheduled four times a year with two meetings scheduled at the university and two at different student teaching sites. These meetings are scheduled at the beginning of the academic year. The two-day meeting usually begins the afternoon of the first day with sub-committee sessions. The meetings of the entire PEAB begin with a dinner at which a local educator or university administrator addresses a teacher education issue or problem. Prior to the dinner, the university hosts a social for area teachers and administrators participating in the teacher education program.

Depending on the agenda, the second day begins with either a brief meeting of the sub-committees or with the entire PEAB. The board usually meets for four to five hours for discussions and action.

The State Board of Education will evaluate each PEAB using several standards. First, each PEAB must have been established in accordance with the previously described standards. Secondly, the board must have written documentation that it has carried out its responsibilities, has participated in a review, and made recommendations about various aspects of the professional preparation programs. Examples include field experience with culturally diverse populations, agreements between colleges and

agencies providing field sites, program evaluation and the degree to which the professional program addresses the State Board of Education standards. Thirdly, written minutes must be available for each meeting which must include attendance, actions taken and a list of all recommendations for change. Fourth, there must be documentation that the university has addressed each recommendation and what action was taken. If action does not follow the recommendation of PEAB, a rational must be provided by the university.

The direct expenses for PEAB meetings such as travel, per diem and substitute teachers are paid for by a grant from the Office of the State Superintendent of Public Instruction. Since several of the WSU Teacher Education PEAB members must travel 350 miles to each meeting, the grant support is essential to assure full participation.

The university faculty members of WSU Teacher Education PEAB are also members of the College of Education Teacher Education Committee. In addition to the program concerns generated by PEAB, TEC also addresses financial, personnel and administrative issues of the teacher education program. TEC also elects its own leadership on a yearly basis. In practice, most issues brought before the PEAB are those forwarded from the TEC, which meets monthly. Since colleges and departments involved in teacher education have representatives on TEC, most departmental/college programs/policy concerns are first discussed at TEC and then a recommendation is forwarded to PEAB.

Each professional preparation program must have a designated university administrator responsible for the coordination of PEAB. This administrator has responsibility for the:

1. formation of the PEAB.
2. management of operations and resources for each PEAB.
3. filing of affidavits and reports.
4. dissemination of information relative to certification procedures and requirements.
5. the application process for professional certification.

The Associate Dean for Instruction has administrative responsibility for Teacher Education at WSU and is therefore an ex-officio member of both the PEAB and TEC and has administrative responsibility for both boards. Since the Teacher Education Student Services Center must implement a major portion of the program policies and procedures recommended by PEAB, the director and certification coordinator are also ex officio members of both TEC and PEAB. The primary coordinating support for both TEC and PEAB is provided by the Student Services Center administrative and clerical staff.

Has the Washington State University Teacher Education PEAB been a successful collaborative effort? Two years ago the answer from everyone would have been a resounding **NO**. The participation level was low, meetings were irregular and there was little relationship between board discussion and action and the teacher education program.

During the last two years, the PEAB has been very successful. The participation rate is up significantly. For the

first two meetings of the 1988-89 academic year, only one member has been absent from each meeting. Considering schedules of teachers, professors, principals, district curriculum coordinators, department chairs and college deans, this attendance rate is remarkable. The PEAB has had a major impact on the WSU teacher education program during the last two years. The teacher education program admission requirements have been revised and approved. Each endorsement area major and minor and the core curriculum have been reviewed, revised and approved. The entire teacher education program has been restructured to meet the four new certification levels of 4-12, K-12, P-3 and K-8. The clinical component has been enhanced with a new and longer practicum and a full semester of student teaching. Issues currently under consideration are a new admission procedure that will incorporate a quota, a graduate level initial certification program, and new programs for continuing certification.

There is no single or simple answer to the recent success of the WSU PEAB. A major element, however, may be the result of people who for various reasons have decided to become involved in the teacher education program. Another element can be traced to new state and university policy and procedure changes.

The recent legislative action and administrative code requiring a PEAB for every professional preparation program was a major stimulus for colleges or universities to seriously consider this collaborative process. At the same time the legislature made significant changes in the certification standards and restructured the entire endorsement program. These actions

required considerable changes in university education professional preparation programs. These program changes provided the PEAB with a focused agenda that required considerable deliberations and actions within a time-line.

The recent national emphasis on teacher education made it easier to get support from school districts and from departments involved in the professional preparation programs. The current PEAB membership includes the mathematics department chair, and the Division of Humanities and Social Science Dean.

It would have been impossible to have a successful PEAB without financial support from the Office of the State Superintendent of Public Instruction. Program and policy review cannot be accomplished in an ad hoc manner. It requires considerable time from each of the members of PEAB if teacher education issues and problems are to be addressed in a systematic and deliberative manner. The support from the Office of the State Superintendent of Public Instruction covers the district costs while the administrative/clerical support from the Student Services Center provides the indirect help needed for a coordinated effort. PEAB has increased the workload of university personnel considerably. Collaboration has considerable financial costs, either directly or indirectly, and this factor must be considered before attempting a venture such as PEAB.

The actual turning point for the PEAB was at a retreat two years ago scheduled to establish a mission and goals for the PEAB. Previous efforts at collaboration had not been very

successful and the members at that time felt it was necessary to try something new. A consultant from the Office of the State Superintendent of Public Instruction who was then involved in the study of new teacher education professional preparation standards and practices was brought in. It was at this retreat that several operating principles were established, some of which were later adopted as state administrative code.

One of the most important operating procedures is that each meeting have a social function which allows people to get to know one another. It was recognized that major discussion takes place during social activities and between meetings. The group felt that people are more productive when they trust and like each other and enjoy coming to meetings.

Members of the PEAB are appointed by their department or organization. Because of this process, participants provide information beyond their own biases and provide a link to all organizations involved in teacher education. Probably the biggest benefit of this operating procedure is that this unique blend of interests results in a productive board whose actions have more credibility than if all members were university appointees.

Full participation is possible because the four major meetings are scheduled for the entire academic year. This is important because it allows participants enough time to schedule and prepare for meetings. It becomes a part of their professional duties and allows them to plan for such things as substitutes and travel.

Members and organizations receive written proposals and information prior to the meeting and receive minutes and materials that will be presented to the Office of the State Superintendent of Public Instruction after each meeting. The Student Services Center provides this service.

All proposals are presented to the entire PEAB twice before final action. This allows constituent groups to fully review all proposals. This practice has established a thorough and deliberate decision making process.

As stated previously, each PEAB elects it own leadership and establishes its own written bylaws which include such things as operating procedures and terms of appointment. For the 1988-89 academic year, a faculty member from the College of Science and Arts is the Chairperson of PEAB and sub-committee chairs are school administrators, a university faculty member, and a classroom teacher.

For PEAB to be successful, it is important to have a well defined structure, bylaws that establish the mission and goals of the board and enough financial support to provide time for thorough deliberations. Yet the most important element is participants committed to a problem solving approach in the review of programs and policies. To establish this problem solving approach, a general practice that has evolved is that the group discusses issues before any proposal is ever brought to the group. Examples include establishing quotas for the teacher education program and developing a graduate level initial certification program. At one of the spring 1989 meetings,

formal proposals will be presented to the PEAB regarding these issues. The group is already aware of the issues involved in both of the proposals. At a previous meeting the issues have been presented to the group and the board has had an opportunity for discussion.

The agenda for each meeting is established by an executive committee consisting of the Chair of PEAB, the Chairs of the sub-committees and the three ex-officio members. This leadership group is aware of recent state initiatives, problems encountered in the teacher education program and issues/problems that need to be addressed. This collaborative agenda is essential for collaborative decision making.

In summary, it should be noted that the PEAB concept is relatively new and will continue to evolve as a concept for program governance. There have been stresses and strains in this process as various members discuss and even argue about issues. Currently, no one has been disenfranchised in this process and the group has not ventured into management and administrative details. A primary reason for PEAB having been successful is that the board has both responsibility and authority for programs and policies and as a result has established ownership of the professional preparation program. At the same time, the university has maintained coordination and administrative responsibility and authority. It appears at this time that each participant is fulfilling an important role in the collaborative process. The recipients of this successful venture are the organizations each person represents. This collaborative effort

is working and as a result, Washington State University's Teacher Education Program has been enhanced and improved.